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HEAD START PARENTS' ADULT BASIC EDUCATION PROJECT, NEW YORK CITY. FINAL REPORT.

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A 100-HOUR EDUCATION PROJECT ATTEMPTED TO RAISE THE EDUCATIONAL LEVEL OF PARENTS OF HEAD START CHILDREN IN NEW YORK CITY DURING JULY AND AUGUST 1967. NONE OF THE 1,448 REGISTRANTS READ BEYOND EIGHTH GRADE LEVEL, MOST WERE NON ENGLISH SPEAKING, AND 38 PERCENT WERE NATIVE BORN. THE STAFF--DIRECTOR, GUIDANCE AND CURRICULUM SUPERIVSORS, TEN TEACHERS-IN-CHARGE, 90 TEACHERS, AND TEN GUIDANCE COUNSELORS--HAD A SHORT INSERVICE TRAINING PROGRAM. SOCIAL LIVING (PARENT-CHILD RELATIONSHIP, HEALTH, MONEY MANAGEMENT, HOME SAFETY, NUTRITION, AND CIVIC RESPONSIBILITY) AND COMMUNICATION SKILLS WERE TAUGHT THROUGH FILMS AND TEACHER-PREPARED AND COMMERCIAL MATERIALS. A PILOT STUDY IN WHICH A BILINGUAL TEACHER TAUGHT READING SIMULTANEOUSLY IN ENGLISH AND SPANISH SEEMED TO FACILITATE LEARNING AND IMPROVE AURAL DISCRIMINATION AND ACCENT ELIMINATION. GUIDANCE STRESSED HELPING THE PARENT TO HELP HER CHILD. THE GAINS IN READING AND ARITHMETIC, MEASURED BY PRE AND POST TESTS, WERE ESTIMATED AT TWO SCHOOL MONTHS. TEACHER NOTED IMPROVED BEHAVIOR OF CHILDREN WHOSE PARENTS ATTENDED THE CLASSES. THE PROGRAM WAS EVALUATED BY TEACHER AND STUDENT SURVEYS AND BY TWO OUTSIDE EDUCATORS. (DOCUMENT INCLUDES THE OUTSIDE EVALUATION INCLUDING RESULTS AND INTERPRETATION OF TESTS, TEACHERS' AND CONSULTANTS' RATINGS, QUESTIONNAIRES, BUDGET, AND SUGGESTIONS FOR FUTURE PROGRAMS.) (AJ)

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Head Start Parents' Adult Basic Education Project
New York City

STATE EDUCATION DEPARTMENT
State of New York

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Division of Adult Education Programs

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SUMMARY OF HEAD START PARENTS PROJECT - SUMMER 1967

Funded Under Section 309 - PL 89-750

Period of June 12, 1967 - December 31, 1967

Project Summary

The Head Start Parents' Adult Basic Education Project, funded under provisions of Section 309, PL 89-750, was an attempt to raise the educational level for the Parents of Head Start Children while they attended class in the same school and at the same time as their children. It was hoped that the program would:

1. Acquaint the parents with what their children were learning
2. Develop an awareness of the parental role in the education of their children
3. Raise the literacy level of the parents
4. Establish better relationships between parents and the school system.

The program was supervised by the Bureau of Basic Continuing Education of the New York State Education Department and operated by licensed teachers and supervisors of the New York City Board of Education.

Funded for a period of two school months (July and August, 1967), the project was designed for 90 classes to be held five days a week, three hours per day, for a total of 100 class hours. The project was budgeted for $123,133.00.

Student Body

None of the 1448 who registered for the program had a reading achievement level greater than eighth grade when they began the 100-hour course. The majority were classified after preliminary placement tests as non English speaking. Approximately 38% were native born. Most classes were averaging 15 students.

Staffing

A total of 123 staff members were involved in the project. This included a project director, a guidance supervisor, a curriculum supervisor, ten teachers-in-charge for ten centers, 90 teachers, and ten guidance counselors, in addition to clerical staff. A short but

intensive in-service training program was built into the design. The staff was recruited from the existing Title III, Adult Basic Education program. Two outside educational specialists were hired to evaluate the program.

Curriculum

The curriculum, while stressing individualization and differentiation, attempted to zero in on disadvantaged, undereducated adults, many of whom could speak little or no English. The relationship between parents and children in their every-day experiences was highlighted. Knowledge necessary to conduct daily affairs more successfully, i.e., how to shop wisely, health requirements, money management, safety at home, proper diet, and civic responsibility, was stressed. However, the basic communication skills of listening, speaking, reading and writing was the basic fabric upon which the social living skills were designed. A selective film program was used to supplement the teacher-prepared and standard commercial textbook materials.

Testing Program

Each student was tested at the beginning and the end of the program to determine growth in vocabulary, reading comprehension, arithmetic computation and arithmetic problem solving. In addition, an attitudinal survey was made to determine how the students felt about the program.

A survey of teachers was also made to determine their attitudes toward the program and its potentialities. They were asked for suggestions on how to improve it.

Results

The gains in reading and arithmetic ranged from 1.2 to 1.4 years of grade equivalent score during the period of instruction, estimated at the equivalent of two school months. Fluency in English appeared to have improved significantly but no accurate measuring device exists. In the area of personal and social adjustment, the parents were generally favorable to the program and felt a distinct need for it.

The teachers' evaluation of pupil adjustments reveals that the teachers rated more favorably the pupil whose parents attended the Head Start program than they rated the pupils whose parents did not attend the program. The ratings concerned: (1) getting along with others, (2) conforming to classroom procedures, and (3) making a significant change for the better. The teachers rated key aspects of the program as either excellent or good.

Acknowledgments

This report is a mosaic, laboriously compiled by many people. The principal writer for the narrative section was Mrs. Ruth Drescher, Bureau of Community Education, New York City Board of Education, who served as curriculum specialist for the program. The writers of the evaluation report were Dr. Samuel McClelland, Acting Director, Bureau of Educational Research, New York City Board of Education, and Dr. John Skalski, Professor of Education, Fordham University. Coordination of the report was under the jurisdiction of A.T. Houghton, Chief, Bureau of Basic Continuing Education of the New York State Education Department; Joseph A. Mangano, Supervisor, and Seymour Barasch, Associate, of the Bureau, served as general editors.

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THE NEEDS OF THE COMMUNITY

New York City is an agglomeration of communities which covers 365.4 square miles and encompasses a population of nearly eight million. At its widest point, it is 25 miles from tip to tip. At its greatest length, it is 36 miles. It is Wall Street and Park Avenue, Times Square and the Bowery, Harlem and Hell's Kitchen and Bedford-Stuyvesant. In some areas, slum dweller and swell exist almost cheek-by-jowl. In others, it is as if they inhabited separate planets. It is a city where the melting pot concept of cultural unity has been replaced by the salad-bowl concept of cultural pluralism, where foreignness is a foreign concept, where the only constant is change itself.

The problems of the city reflect this vastness and differentiation. One of the most important problems has been the ethnic and class-structure turnover in the city. During the decade 1950-1960, an estimated 828,000 residents of the five boroughs which comprise the city left, many to establish new residences on Long Island, Westchester and Rockland counties and Northern New Jersey. A relatively large proportion of those who moved out were white, middle-income families whose adult members were white-collar and professional workers.

The vacuum created by this mass middle-class departure was filled by an almost equal number of newcomers, of whom the majority were Southern Negroes and natives of Puerto Rico. Most of the new residents came from rural areas, had little previous schooling and very little training which could be useful in a highly industrialized and automated society. By 1960, the Negro population of the city exceeded 1,000,000 and there were 613,000 Puerto Ricans. The population density of the City was the highest of all urban communities in the United States, and the highest population densities within the city were most frequently within the slum areas.

The population of Negroes and Puerto Ricans has increased steadily since the last census and projections through 1970 show a continuation of the trend. By 1970, it is expected that 1 out of 3 residents of the city will be either non-white or Puerto Rican as against 1 out of 5 in 1960.

The consequence of this migration has many economic and social ramifications. By May 1967 nearly nine percent of the total population was receiving Welfare checks, an increase of 24.3 percent within a single year. By far the largest number of recipients were in the ADC category, that is, mothers and children in households without an adult male.

The parent-child relationship has crucial implications in the poverty area. Daniel Patrick Moynihan has commented trenchantly on the problems of the Negro family structure. It has been a sociological axiom that children of deprivation are most likely to engender more and more children of poverty who will continue to be wards of the community.

One major attempt to break the poverty cycle is the pre-kindergarten (or Head Start) program which attempts to give three and four year old children the advantage of being exposed to other than poor home circum-

stances. Unfortunately, as the researchers have found, the progress made by Head Start children is soon negated by continued exposure to the same home enviroment. Therefore, it seemed feasible to attempt to attack the problem through the home as well. If there could be a liaison between the Head Start program and the parents it would be another link in the chain of strength which might eventually break the more sinister chain of poverty.

During the summer of 1966, the first attempt to integrate both the Head Start program and the parents program was attempted in New York City. Funded with Federal money, it served as an experiment in cooperation between the school system, the parents of disadvantaged children, the service agencies of New York City, and, most important of all, the children themselves. The program design was vague because there had been no precedents for such a program. The teachers were untrained, the recruiting process sketchy, the curriculum non-existent, and the evaluation barely existent.

The first program did not really know what it had to accomplish, and consequently, there is no way of knowing whether it was successful or not.

During the spring of 1967, plans were laid for a program which would integrate the Head Start Children's program with an adult program in order that both the children and their parents could benefit from an educational program at the same time and in the same location. This program, known as the Head Start Parents' Program, was designed by the Bureau of Basic Continuing Education of the New York State Education Department and operated by the New York City Board of Education.

Organizational Objectives

The objectives of the program included the following:

- To acquaint parents of Head Start children with the philosophy, goals and content of the curriculum of the Head Start Program for children and to develop in these parents an understanding of the importance of the parental role in the education of their children.

- To utilize the area of parent and family life education as the core of a literacy program.

- To establish personal relationships between participating adults and neighborhood public school to encourage two-way communication between the public school administration and faculty, and the parents of the population which they will serve.

2. PROJECT DESCRIPTION

The ninety adult basic education classes were operated in centers organized in public, parochial and other agency schools where Head Start children's classes were being held, and ran concurrently with these classes. The classes were scheduled for three hours per day, five days per week, for a total of one hundred class hours beginning the second week in July. A pre-requisite for registration in these classes was that the adult must be a parent (or in loco parentis) of a child concurrently enrolled in the summer Head Start Children's Program.

The personnel involved in this project included the following:

2.1 The Project Director who organized, administered and coordinated the program.

2.2 A Curriculum Specialist who was responsible for the curriculum, materials of instruction, and the supervision of the instructional aspects of the project.

2.3 A Guidance Supervisor who was responsible for the guidance program and for each of the Guidance Counselors.

2.4 Ten Teachers-in-Charge who were responsible for the supervision and administration of the ten centers which were each comprised of nine classes.

2.5 Ninety teachers, recruiters from among staff of existing adult basic education programs or newly trained.

2.6 Ten Guidance Counselors, experienced in dealing with disadvantaged adults, to work under the direction of the Guidance Supervisor and responsible to the Teachers-in-Charge to whom they were assigned.

2.7 Existing Educational Resource Personnel to help with pre-service and in-service training of the staff of the project.

2.8 Ten Aides, who were to perform such duties necessary to aid the instructional aspects of the program, under the direct supervision of the Teacher-in-Charge.

2.9 A Recruiter, employed in the on-going Adult Basic Education, Title III program, to contact community and parochial school agencies. Other city agencies, such as Social Service, Health, Neighborhood Youth Corps, were to be contacted as needs arose, for purposes of referral, training, or other involvement.

3. ORGANIZATION OF THE PROGRAM

Planning Stage

The administrative groundwork for the Head Start Parents' Program was laid during April, 1967. Letters were sent to District Superintendents in poverty areas of the city asking permission to contact certain Principals within their districts who could help recruit parents for classes to be established in their respective schools. Schools chosen for Head Start Parents' Classes were those slated to have three or four units of Head Start children's classes. Where permission was received, letters were then sent out to the Principals of these selected schools enlisting their aid. In most of the schools, enrollment of both parents and children was effected by the school secretary or by the Family Assistant, who was actually part of the staff of the on-going Pre-Kindergarten program.

Direct contact was maintained with the Director of the Head Start Children's Program for better liaison between the two programs which, in essence, were so closely related. The Curriculum Specialist and the Recruiter attended meetings held for the personnel of the Head Start Children's Program, and acquainted them with the aims and goals of the Head Start Parents' Program, in order to further joint planning, and general co-ordination of both programs for maximum effectiveness.

Recruitment Procedures
(Students, Staff, Teachers-in-Charge)

The main avenues of recruitment of students for the Head Start Parents' Program were:

- Schools slated to have Head Start children's classes.
- School secretaries or Family Assistants in these schools who enrolled children in the summer Head Start classes and who could enroll parents simultaneously.
- The Adult Basic Education, Title III Project Recruiter, who contacted many community and non-public agencies located in poverty areas of the city.
- Posters in English and Spanish, advertising the program, were displayed in these selected schools and in all poverty areas of the city.
- Letters to parents, written in English and Spanish, and application forms which were sent to the schools and to community and parochial agencies to be distributed to parents.
- Teachers-in-Charge of on-going Adult Basic Education, Title III classes, who recruited students in their hub and satellite schools, and in their respective neighborhoods.
- The Curriculum Specialist who established personal contact with

the Family Assistants in about ninety schools to encourage the enrollment of approximately fifteen parents to a class.

The teachers themselves, who acted as recruiters at the inception of the program classes during the week prior to the opening of classes.

The total number of students who registered was 1,448. Of these, 520 students were recruited from Manhattan, 424 recruited from the Bronx, 464 from Brooklyn, and 40 from Queens. Classes were designated as N for Non-English, B for Basic Education (for Native Born Americans) and M for Mixed Classes, indicating a combination of Non-English speaking people and Native Born Americans. For example, HIN indicated Head Start Class, number 1 (of a series of 9 classes under a Teacher-in-Charge) composed of Non-English speaking students. Of the ninety classes, 50% were Non-English or N classes, 26% were Basic Education or B classes, while 24% were Mixed or M classes. Thirty-eight percent of the total student population was native-born.

Staff applications of teachers for positions in the program were carefully screened. Previous experience in teaching adults and recommendations of Teachers-in-Charge were given high priorities. Special teachers of reading were also selected regardless of previous teaching experience in the areas of Adult Education.

The ten Teachers-in-Charge who were chosen to establish and supervise the centers had been employed as Teachers-in-Charge in the on-going Adult Basic Education Title III program.

Location of Classes

Not all the schools originally selected as possible sites for Head Start Parent classes remained as final choices, since many factors such as recruitment, interference with other established programs, etc., influenced the final selection of schools listed in the program. Special emphasis remained throughout on selection of schools in poverty areas in the city.

Orientation of Teachers - Pre-Service Training

A series of pre-service orientation sessions for the ninety teachers, the ten Guidance Counselors and the ten Teachers-in-Charge was planned for June 28, July 5 and July 6 for ten hours total duration. A Supervisor of Basic Continuing Education, New York State Department, attended the June 28th session and introduced the Social Living Units which were to be used for the first time on an experimental basis in the Head Start Parents' Program. The Curriculum Specialist acquainted the teachers with the goals of the program, the Curriculum Guide and the Nine Scope and Sequence Units. The Guidance Supervisor covered the large group, small group and individual guidance aspects of the program. The sessions on July 5th and July 6th were devoted to specific training for teachers in methodology in areas of basic communication, reading and arithmetic skills. Time was also alloted for training in other areas such as administering tests and record keeping.

Continuing Supervision

There was continuous supervision of the program by the Curriculum Specialist, the Guidance Supervisor, the Supervisor of Basic Continuing Education and two Associates in the Bureau of Basic Continuing Education of the New York State Department of Education. The Education Program Specialist of the United States Office of Education, Department of Health, Education, and Welfare, maintained close contact with the program.

Periodic conferences were held with Teachers-in-Charge. A Progress Report and a Special Bulletin for Teachers were issued for the purpose of continuous evaluation and improvement of the program in all aspects.

4. PHILOSOPHY AND METHODOLOGY

Philosophy Basic To Program

The philosophy mandated a cooperative effort between the two Federally funded programs, the Head Start program and the Adult Basic Education program closely related in their respective goals. These were the interrelated education of both parent and child for improved social living. Curriculum materials were prepared to provide the teacher with a plan for selecting and organizing experiences through which the goals of the program could be achieved.

Methodology For Basic Education Classes

The keynote in methodology in this program was differentiation of instruction, necessitated by the heterogenous structure of the classes. Reading was taught through the interrelated communication skills. Emphasis was placed on oral discussion because:

- It revealed to the teacher the language needs and other related needs of the students.
- It helped dissipate self-consciousness on the part of the student.
- It created a good social climate for learning.
- It gave the student the opportunity to actually use the language and improve his ability to speak and hear.

Discussion was followed by vocabulary developed in response to pertinent questioning by the teacher. These charts and other teacher-made reading charts were the basis for teacher word-attack, comprehension and word-study skills.

Methodology For Non-English Speaking Students

In the teaching of English as a new language the aural-oral approach was recommended. This method sought to teach vocabulary and structure patterns of the English language by visual associations, oral demonstrations by teacher and repetition by the students. This led eventually to the development of the controlled theme, at which level reading took place. A Special Pilot Study was conducted to determine whether illiterate Non-English speaking students could be taught to read English faster and better if they were first taught to read in their native tongue. This experiment was conducted by a bilingual teacher.

A pilot study in which reading in the student's native language (Spanish) and in English are taught simultaneously, was undertaken during a six week period from July through August 24, 1967.

Although all conclusions are tentative the following points seemed to emerge:

1. The teaching of Bilingual Reading seemed to facilitate the

acquisition of the skills of reading in the target language, when compared to the traditional methods.

2. No effect of negative transfer was noted; positive transfer seemed evident.

3. A totally unexpected effect was the remarkable improvement in accent elimination.

4. Aural discrimination was enhanced.

The above effects seemed to be due to several causes:

1. Spanish is a phonetic language and therefore easier to learn to read than English. The students' early success established a positive step towards future learning.

2. The method of Bilingual Reading permitted the use of contrast and discriminative learning to a far greater extent than traditional methods. "Between-language" contrast presented a more striking difference and therefore was more apt to be remembered than "within-language" contrast.

3. Lack of denial of the student's native language within the learning situation strengthened the student's self-image.

Conclusion:

The method of Bilingual Reading seemed to offer great promise in the teaching of English As A Second Language to reluctant learners. There is a need for more bilingual teachers who are trained to teach adults for whom English is a second language.

5. BUDGET

The monies for this project were received under a special grant from the U.S. Office of Education under terms of Section 309 of P.L. 89-750, The Adult Education Act of 1966.

The funds were allocated to the Bureau of Basic Continuing Education in the Division of Continuing Education of the State Education Department which in turn awarded them to the New York City Board of Education. The State Bureau was charged with supervising the project, while the New York City Board of Education was the operational arm.

The project was funded for $123,133 for a period beginning June 12, 1967 and ending December 31, 1967. The amount was made up as follows:

Professional Personnel	$96,250
Secretarial and Clerical Personnel	5,715
Fixed Charges	6,118
Consultant & Custodial Services	6,000
Travel Expenses	1,200
Instructional Materials & Promotion	7,850
	$123,133

Final claims have not yet been received on all items but it seems apparent that the total amount of money will probably be completely spent. The fixed charges are comprised of Social Security payments and sick leave benefits; the consultant fee costs include an outside evaluation report. Instructional materials were limited to $5.00 per student and, in addition to books, included testing materials. The teachers-in-charge gave many hours without compensation in the planning and post-operational stages. The project director was paid from another budget.

6. GUIDANCE PROGRAM

Purpose and Description

The area of guidance most stressed in the Head Start Parents' Program was that of helping the parent to help her child. Because so much of the pre-kindergarten's valuable school experience in Head Start is lost by the time he reaches first grade, it was felt that a particularly specific effort was needed to help the parents help their children retain their new knowledges. This was accomplished in face-to-face interviews, in group guidance sessions, and in meetings between groups of parents and their children's teachers.

Another important aspect of the guidance program was to help the parent who had recently migrated from a rural situation accommodate herself and her children to life in the city. This required tact and persistence on the part of the counselor because few parents would admit to being frightened by or ignorant of the problems of daily city life.

Special Pilot Study: Parent Workshops

An unusual aspect of the Guidance Program was the establishment of parent workshops in three areas of the city. Each consisted of one Guidance Counselor as group leader for six parents. Four structured sessions were held, each overing an area meaningful in family living. These sessions were devoted to:

1. Understanding Your Children
2. Disciplining Your Children
3. Developing Self-Confidence in Children
4. Developing Responsibility in Children

One of the Parent Workshops was composed of four Native-born Americans and two natives of Puerto Rico. Each had at least two children. Sessions were scheduled for 45 minutes but usually lasted more than an hour. Each session began with a question raised at the previous session. Free interchange was encouraged among the participants of the group. Leadership came from the group itself. Five of the six parents attended all the group sessions. There was willingness to give and accept advice and mild group censure. Changes in group leadership were evident. There were slight positive indications of group growth in the area of handling the problems of prekindergarten children.

This small-group experiment offered the opportunity for the mothers to have other adults interested in them for themselves, and not as adjuncts to their children. They also enjoyed the interchange of ideas and support they received from the group situation. There was a strong feeling expressed by the parents that this group should continue on a year-round basis.

Other Aspects

Other tasks attempted by counselors were to:

1. Personalize the Head Start Parents' Program for each of the students in the classes to which they were assigned.

2. Combat the student frustration that sets in early, sometimes to anticipate it, and then to prevent dropout.

3. Administer an attitude survey on an individual basis to ten percent of their assigned student population in order to discover what impact this program has had on students.

4. Utilize group guidance lessons in areas of Family Living to bring about improved standards and practices in health, education, consumer practices, educational and vocational aspirations for themselves and children.

5. Use the program as a stepping stone to other educational and employment programs.

Outcomes

The Head Start Parents' Program Guidance Counselors influenced about seventy-five Head Start Parents' Program students to commit themselves to all-year-round evening classes in Adult Basic Education.

Sixty-three students were eligible for elementary school equivalency diplomas. Thirty-two Head Start Parents' Program students became involved in High School equivalency diploma programs in September, 1967. Twenty-one complete classes indicated a desire to continue in the Fall.

Thirty-six students were referred for specific jobs to employment agencies. A Brooklyn counselor placed twelve students on part-time jobs in a nursing home. A Bronx counselor placed two students at St. Barnabas Hospital for full-time work. Seventeen students were referred to the Manpower Development and Training Program, nine to Haryou Act, eleven to the New York City Department of Welfare training programs, and one to the Legal Aid Society.

7. CURRICULUM MATERIALS

Head Start Curriculum

During May and June nine Scope and Sequence Units and a Curriculum Guide were prepared for teachers' use by the Curriculum Specialist with additional materials provided by the New York State Department of Education, and the Department of Health, Education, and Welfare. Books and supplies were purchased which could aid in instruction for native-born as well as Non-English speaking students. Teacher-developed materials proved of value in meeting the individual needs of students.

Scope and Sequence Units

The nine units were intended to guide the teacher in her weekly and daily planning in order to cover the broad curriculum areas, and to help achieve the objectives of this program, i.e. to teach literacy skills using the values and content inherent in the children's program as a basis. The areas covered in the units were:

- Orientation to Head Start: Getting to know the Head Start Children Program.
- Your Child and You in the Head Start Program: Health, Safety, Nutrition.
- Educational Experiences - Laboratory: Visiting Your Child in the Classroom.
- Value of Trips: A Parent-Child Experience.
- Self-Expression Through Art Experiences: For Children and For Adults.
- Language Learning Takes Many Forms: Listening, Speaking, Reading, Writing.
- Extending the Appreciation of Literature and Music into the Home.
- The Outgrowths of Science Learnings and Mathematical Concepts in Relation to Everyday Living.
- Evaluation of Parent Involvement in the Head Start Program.

Curriculum Guide

The Curriculum Guide was prepared to help the teacher organize the learning experiences through which the goals of this program might be achieved. It stated the broad curriculum areas to be covered and the time to be devoted to each area.

- 75% of the total teaching time to be devoted to the language arts, including the skills of oral communication, written communication and reading; half of this time allotment to be devoted specifically

to reading.

- 25% of the total teaching time to be devoted to the social living, including parent and family life education, consumer education, health and nutrition.

- Arithmetic skills to be taught in the context of the social living units.

In addition, the Curriculum Guide outlined the Mathematics Program, depicted the methodology to be used, listed the texts, materials, bulletins and supplies ordered for the program, and outlined the guidance services to be rendered.

Social Living Units

The Social Living Units developed cooperatively by the Bureau of Continuing Education Curriculum Development and the Bureau of Basic Continuing Education in the Division of Continuing Education of the New York State Education Department, were used by all classes in the program on an experimental basis. The units, "Health and Nutrition" and "Consumer Education" were accompanied by records or tapes, and filmstrips. Packets consisting of lesson plans with background information for the teacher, worksheets for the adult students, audio-filmstrips and flipcharts, each with an accompanying teacher's manual, and recordings related to the lesson were distributed among the ten Teachers-in-Charge, who in turn passed them along to their respective teachers. The series of charts, "Keeping Well With Vaccine," part of the unit on "Health and Nutrition," was duplicated on transparencies and shown on over-head projectors in many schools. These units were well received by the adult students as indicated by animated discussions following their visual presentation.

Curriculum Guide and Resource Units for Personal and Family Development in Adult Basic Education

An additional facet of curriculum included emphasis on the Curriculum Guide Resource Units, U.S. Office of Education. The six units in the Curriculum Guide which were appropriate for use in the Head Start Parents' Program were:

Unit I	Health and Safety
Unit II	Managing Money and Keeping Family Records In Order
Unit III	Homemaking Skills - Food - Clothing - Shelter
Unit IV	Growth and Development of Children, Youth, Adults
Unit V	The Family and Relationships in the Family
Unit VI	The Family and the Community

The Adult Basic Education Curriculum Guide lists the services in the community available to families. It suggests how to select and use effectively, the services best suited to the needs of the individual or family. The A.B.E. Guide is an aid to the teacher in that it provides activities and lists resource materials for use with students in the area of social living.

Other Materials

Additional materials used in implementing the methodology were obtained from commercial sources:

- Among the self-directed, multi-level materials used were:

  SRA Reading Laboratory IIA

  Reading For Understanding Laboratory, S.R.A.

  Spelling Word-Power Laboratory IIB

- The remedial-type practice materials found most effective were:

  Using the Context Levels A through F (Barnell-Loft, Ltd.)

  Reading For Meaning, Levels 4, 5, 6, (Lippincott Publishing Company).

  McCall-Crabbs - Standard Test Lessons In Reading - Levels A, B, C, D, E, F.

  Gates-Peardon - Reading Exercises, All Levels (Bureau of Publications, Teachers College).

- For Non-English speaking classes:

  English Your New Language Book I - (Silver Burdett Publishing Company) with tapes and flash cards.

- Some other materials used successfully in the program were:

  English Lessons For Adults, Book I and II (Harcourt, Brace and World Publishing Company).

  A Family Is A Way of Feeling (Macmillan Publishing Company).

  Stories in Song and Verse (Macmillan Publishing Company) (with records).

  Picture Sets by the Society for Visual Education.

  Nifty Chart Racks (Hammett Company) - (one for each teacher in the program).

Adult Basic Learning Examinations

An evaluation of the growth in skill competency of native-born students was required using standardized reading and arithmetic tests. The Adult Basic Learning Examinations, published by Harcourt, Brace and World, known as the ABLE Test Level I Form A (grades 1 and 4), and Level II Form A (grades 5 to 8) were used. A reading placement test was administered first to determine each student's approximate reading level.

Estimating Growth in English Fluency

A formula was provided for subjectively estimating growth in English fluency for Non-English speaking students. Forms were provided for listing these evaluations.

Attitudinal Test

A short form Attitudinal Test, in English or Spanish, was administered to all students at the beginning and end of the program to determine the impact of the program in respect to changing attitudes.

8. AUDIO VISUAL TECHNIQUES

Pre-service Institute

The Audio-Visual Program for the Head Start Parents' Program started during the pre-service Institute held on June 28th. One phase of the program was instruction in the use of the overhead projector and the 16 mm. sound projector. The practical value of using the Social Living Units in classroom instruction, the use of accompanying filmstrips, and the selection of appropriate films, were demonstrated to the teachers.

Types of Audio-Visual Aids

Among the supplies available for use in the audio-visual program at the outset of the program, other than the overhead and sound projectors, were caliphones, records, tapes, filmstrips, flash cards and story pictures. Records paralleling English, Your New Language (Silver Burdett Publishing Company) and Stories in Song and Verse (Macmillan Publishing Company) were distributed to teachers. One of the difficulties in the use of visual aids was the lack of safe storage space for the equipment.

Evidences of Specific Effectiveness

The effectiveness of the film program can be gauged only by the intense interest shown by the parents during the film showings. The films on health topics were especially effective. For the first time in their lives, many parents saw pictures of microbes. They saw how disease is spread, how the immunization takes place, how smoking affects lungs and how the community is involved in health matters.

Feedback from some teachers seemed to indicate that a thorough discussion of the contents of films with non-English students was a virtual impossibility. This would seem to negate the need for showing films to these students. However, the majority of teachers felt there was indeed such a need as evidenced by the students' rapt attention to the films, by the expressions of wonder and realization of acquired information, by remarks among themselves in their native tongue during and after the films. Teachers made use of the vocabulary, concepts and information in the films in subsequent reading lessons.

9. COMMUNITY INVOLVEMENT

Head Start Parents' Program Council of the Bronx

For planning future parent programs, it seemed important to bring the community into the program, to acquaint the people with all aspects of the program, and to acquaint the staff with the community's views in respect to toals, curriculum, recruitment of students, teacher selection and location of centers.

The objectives of the Council were as follows:

1. To acquaint the community with the Head Start Parents Program.
2. To enlist the cooperation of the community for the purpose of support, recruitment, and improvement of the Head Start Parents Program.
3. To elicit specific suggestions for the strengthening of the Head Start Parents Program.
4. To foster liaison with existing community agencies.
5. To discover how the Head Start Parents Program could participate with other agencies in the improvement of the community.

Two meetings of the Council were planned. At the first meeting, a permanent chairman was elected. Curriculum goals and development of the Head Start Parents Program were discussed by the Curriculum Specialist. Guidance aspects of the program were summarized by the Guidance Supervisor. The objectives of the Council were reviewed and discussion on the means for achieving these objectives followed. At the second meeting it was agreed that the Council should meet during the school year to follow through on the suggestions developed by each group. All involved agreed that these meetings had well served their purpose, of bringing community and Board of Education personnel into a closer relationship.

10. EVALUATION OF PROGRAM

The original design of the program called for an evaluation of the program by an outside agency or observer. Two experienced evaluators, Dr. Samuel McClelland, Acting Director of the Bureau of Educational Research, New York City Board of Education and Dr. John Skalski, Professor of Education, Fordham University were selected and the following is their report:

Evaluation Objectives	Instruments of Assessment
To determine the extent of student growth in academic achievement, specifically in vocabulary, reading comprehension, spelling, arithmetic computation, arithmetic problem solving.	Initial and final administrations of the ABLE achievement test battery. Informal reading test Ratings of fluency in English.
To produce a statistical description of the program.	Records of student register, attendance, ethnic composition, drop-outs, supplies, equipment and cost.
To determine the extent to which the planned program was actually implemented.	Official records and observations by qualified consultants.
To determine changes in attitudes of Head Start parents to education, childrens careers, Head Start.	Initial and final administration of the Head Start Parents Attitude Scale. Case studies in depth of a selected sample of students by the guidance counselors.
To assess the effectiveness of the Head Start Parents Program in meeting its objectives and to identify specific areas of strength and weakness.	Interviews of a sample of staff members. Questionnaire to teachers. Questionnaire to students.

Academic Achievement

The growth of the students in academic achievement was measured by means of the ABLE Adult Basic Learning Examination. The individual areas assessed were the following: Vocabulary, reading, arithmetic computation and arithmetic problem solving.

The ABLE test norms used were the grade equivalent scores, which express achievement in relation to grade levels of attainment of pupils in elementary school. The norms were established by the publisher on a sample of approximately 1000 pupils per grade, and performance on the ABLE test was related to grade equivalent scores attained by the sample of pupils on the Stanford Achievement Test. Thus the scores of the project students can be stated as grade equivalent scores.

The ABLE test has two levels of difficulty, Level I and Level II. Level I is designed for the achievement range for grades 1-4, and Level II for grades 5-7. A pretest is available.

The difference between initial and final grade equivalent scores was taken as the measure of academic achievement in the various areas tested.

The curriculum of the Head Start Parents' Program provided for approximately the following amounts of time devoted to each subject area tested:

		Hours Per Day	Total Course Hours
Language Arts	(Vocabulary, Spelling, Reading)	2	60
Mathematics	(Arithmetic Computation, Arithmetic Problem Solving)	1	30

On the basis of the above allocations of hours of instruction, the program was estimated to be approximately equivalent to the following amounts of instructional time of elementary school children:

Vocabulary	2 months
Reading	2 months
Spelling	2 months
Arithmetic Computation	2 months
Arithmetic Problem Solving	2 months

Rating of English Fluency

Each Non-English speaking student was rated by the teacher individually on fluency in the use of English both at the beginning and at the end of the course. On the basis of his experience with the student, the teacher rated fluency in English on the following scale:

F	Speaks no English	C	Speaks hesitantly
E	Speaks a few words	B	Speaks with a slight accent
D	Speaks haltingly	A	Speaks fluently

Attitudes of Head Start Parents

An important objective of the Head Start Parents' Program was to improve the attitude of the parents to Head Start classes, their

children's education and careers, and education in general. In order to evaluate the results attained in these areas, two main methods were used. The first was the administration of a short attitude questionnaire at the beginning and end of the program. The results were analyzed to determine whether there was a significant change in attitude from the beginning to the end of the period of instruction. The second method involved case studies in depth undertaken by the guidance counselors in the program.

The attitude questionnaire was a written document of ten questions, but it was administered orally by the teacher so that all students could readily understand the questions despite any possible reading handicaps. The results were analyzed for a sample of 300 students, approximately 15% of the total population. Differences in responses from the initial to the final administrations were tested for significance by means of the McNemar test. Selected items were analyzed individually as indicators of attitude.

The case studies were performed by the guidance counselors. Each of the counselors randomly selected six students for an intensive study of attitudes. Each of the students was interviewed frequently during the course of instruction and a case study report was completed for each student. The resulting case studies were analyzed and general trends and findings extracted for the final report.

Other data on parents attitudes were obtained from observations and from the teachers questionnaire.

Observation of Head Start Activities

Qualified members of the Evaluation Committee visited the classes and other activities of the Head Start Parents Program to observe operations in progress. The observations were guided by specific criteria which had been developed in preliminary conferences and which were revised on the basis of try-out.

The general purpose of the observations was to provide objective evidence of the extent to which the planned program had been implemented, in so far as such evidence is obtainable on the basis of a limited number of visits. Observations were made of approximately ten percent of the classes in the program. Specific sites to be visited were selected so as to be representative of the four principal city boroughs, but were randomly selected within boroughs. Class sessions were observed, as well as guidance functions and other auxiliary activities. Teachers and students were interviewed. In addition to recording facts revealed by the observation, ratings were made of the effectiveness of selected activities.

Teachers Questionnaire

The reactions of the teachers in the program were obtained by means of a questionnaire completed by all teachers. The instrument had two main sections. In the first section the participating teachers were asked

to rate selected aspects of the program on the basis of their experience. These aspects included such matters as orientation, curriculum, educational outcomes, supervision and facilities. The second section called for open end responses in which the teachers were asked to report on the strengths and weaknesses of the program, and to make suggestions for improvement.

The ratings were summarized statistically to give a general rating for each aspect based upon the collective judgment of the participating teachers. The open end responses were content-analyzed and the resulting data collated, coordinated, and summarized.

FINDINGS

The findings will be presented first for academic achievement in terms of standardized test scores, and the evaluation of language fluency. This will be followed by the results of the attitude ratings, guidance counselors studies, field observations, interviews and questionnaires.

Academic Achievement

As a measure of the academic achievement of the students in the course, the Adult Basic Learning Examination was used as an initial and final measure. The battery is composed of five subtests: vocabulary, reading comprehension, spelling, arithmetic computation, and arithmetic problem solving. As an initial measure, Level I of the test battery, except for spelling, was administered during the week of July 10, 1967. Level II of the test used as a final measure, was given to the students during the week of August 21, 1967. The elapsed time between the initial and final tests was seven weeks.

For a variety of reasons scores were not available for all students in the course. Many of the parents were non-English speaking, and the administration of the ABLE test was quite inappropriate. In other instances, the student was absent for either the initial or final administration of one or more of the subtests. In some classes, due presumably to exigencies of the instructional situation, the teacher did not administer all subtests to the class. For example, in one school the vocabulary and arithmetic computation subtests were administered to the classes, but the reading comprehension and arithmetic problem solving subtests were not. In some cases the teacher judged the subtest to be too difficult for the particular class. Such an incomplete school testing program was not common, however. The attrition in scores is due principally to the non-English students who were not tested, or those students who were absent for certain of the subtests.

It had been planned originally to use either Level I or Level II of the ABLE test as an initial measure, according to the teachers judgment of the reading ability of the student. Since sufficient copies of an alternate form of the test were not available from the publisher for this newly-released test, Level I, Form A was used as an initial measure and Level II, Form A as the final measure.

Level I has a ceiling at grade equivalent score 6.0 and Level II has a ceiling at grade equivalent score 9.0. The ceiling of the Level I test was a serious limitation in measuring the growth of reading skills of the better readers. For example, a student might obtain, as some did, 6.0 on the initial test and 9.0 on the final test. This cannot be regarded as a gain of 3.0 years in reading grade, because the initial score may have been held down by the ceiling. The obtained gain is undoubtedly an artifact in very many cases.

The ceiling of the Level II test, 9.0, was not a serious limitation. While it may have limited gains in some relatively few cases, it operated in such instances only to depress gains and not to inflate them.

Because of the limitations imposed by the 6.0 ceiling of the Level I test, all initial scores of 6.0 were eliminated from the analysis.

Vocabulary Student gains in vocabulary grade equivalent scores were completed by finding the difference between initial and final scores on the ABLE test. Table I presents the frequency distribution of the obtained gains for each half school year of grade equivalent score. The table entries thus were limited to those students who took both the initial and the final test.

The mean gain of 1.2 years of grade equivalent score in in vocabulary was statistically significant at the .01 level. The mean grade equivalent on the tabulated initial scores was 3.6 years; the mean final score was 4.8 years. More than 47 percent of the students scored gains between .4 and 1.5 years of grade equivalent score. No gain at all was made by 16.4 percent of the students.

Reading Student gains in reading grade equivalent scores were computed by finding the difference between initial and final scores on the ABLE test. Table 2 presents the frequency distribution of the obtained gains for each half school year of grade equivalent score. The table entries thus were limited to those students who took both the initial and final test.

The mean gain of 1.4 years of grade equivalent score in reading was statistically significant at the .01 level. The mean grade equivalent on the tabulated initial scores was 3.7 years; the mean final score was 5.1 years. Nearly 36 percent of the students gained between .4 and 1.5 years of grade equivalent score. No gain at all was made by 19.4 percent of the students.

Arithmetic Computation Table 3 presents the gains from the initial to the final ABLE test in arithmetic computation.

The mean gain of 1.2 years of grade equivalent score on arithmetic computation was statistically significant at the .01 level. The mean grade equivalent on the tabulated initial scores was 4.1; the mean final score was 5.3 years. Approximately 52 percent of the students gained between .4 and 1.5 years of grade equivalent score. No gain at all was made by 16.5 percent of the students.

Problem Solving The gains made by the students when the initial and final scores on the ABLE problem solving test are compared are given in Table 4.

The mean gain of 1.3 in grade equivalent score in problem solving was statistically significant at the .02 level. The mean grade equivalent on the tabulated initial scores was 3.8; the mean final score was 5.1. Approximately 45 percent of the students gained between .4 and 1.5 years of grade equivalent score. No gain at all was registered by 15.6 percent of the students.

Table I

Frequency Distribution of Grade Equivalent Score Gains
Adult Basic Learning Examination
Vocabulary Subtest

Grade Equivalent	Frequency	Percent	Cumulative Percent
3.5+	18	3.3	100.0
3.0 - 3.4	22	4.1	96.7
2.5 - 2.9	28	5.2	92.6
2.0 - 2.4	30	5.6	87.4
1.5 - 1.9	29	5.4	81.8
1.0 - 1.4	129	23.9	76.4
.5 - .9	128	23.7	52.5
.1 - .4	67	12.4	28.8
0	89	16.4	16.4
TOTAL	540	100.0	

Mean gain = 1.2 years

$t = 3.00 < .01$

Table 2

Frequency Distribution of Grade Equivalent Score Gains
Adult Basic Learning Examination
Reading Subtest

Grade Equivalent	Frequency	Percent	Cumulative Percent
3.5+	29	6.4	100.0
3.0 - 3.4	30	6.6	93.6
2.5 - 2.9	34	7.5	87.0
2.0 - 2.4	36	7.9	79.5
1.5 - 1.9	45	9.9	71.6
1.0 - 1.4	75	16.6	61.7
.5 - .9	87	19.3	45.1
.1 - .4	29	6.4	25.8
0	88	19.4	19.4
TOTAL	453	100.0	

Mean gain = 1.4 years

$t = 2.85 < .01$

Table 3

Frequence Distribution of Grade Equivalent Score Gains
Adult Basic Learning Examination
Arithmetic Computation

Grade Equivalent	Frequency	Percent	Cummulative Percent
3.5+	14	1.6	100.0
3.0 - 3.4	39	4.4	98.4
2.5 - 2.9	42	4.7	94.0
2.0 - 2.4	48	5.4	89.3
1.5 - 1.9	77	8.7	83.9
1.0 - 1.4	240	27.1	75.2
.5 - .9	221	25.0	48.1
.1 - .4	58	6.6	23.1
0	146	16.5	16.5
TOTAL	885	100.0	

Mean gain = 1.2 years

$t = 5.00 < .01$

Table 4

Frequency Distribution of Grade Equivalent Score Gains
Adult Basic Learning Examination
Problem Solving

Grade Equivalent	Frequency	Percent	Cummulative Percent
3.5+	11	3.1	100.0
3.0 - 3.4	24	6.8	96.9
2.5 - 2.9	23	6.5	90.1
2.0 - 2.4	26	7.4	83.6
1.5 - 1.9	31	8.8	76.2
1.0 - 1.4	76	21.6	67.4
.5 - .9	84	24.0	45.8
.1 - .4	22	6.2	21.8
0	55	15.6	15.6
TOTAL	352	100.0	

Mean gain = 1.3 years

$t = 2.41 < .02$

Interpretation of the ABLE Test Results

It is clear from the magnitude of the gains registered on the ABLE test that the scores cannot be considered as grade equivalent scores in the usual sense. To say that a subgroup of students gained three years in reading during 100 hours of a summer course is not educationally meaningful. Although the scores show that a considerable improvement in reading occurred, the gains must be interpreted in the light of the educational experience which took place.

To an extent, the use of grade equivalent scores derived from an elementary school setting cannot be unequivocally applied to adult learning. It is not known to what degree the curve of learning for elementary children is similar to that for adults. It may well be that, in some cases, the instruction of the summer course served to refresh and sharpen reading and arithmetic skills to some extent learned in the past, but in need of revitalizing.

The results should not be considered as indicative of the major transformation of personality and ability as occurs when children in elementary school advance three years for example from the second to the fifth grade level. The growth in grade equivalent score has a much narrower and less comprehensive meaning for adults. The many changes which take place in the maturing child during the period of the child's growth in reading do not occur in the adult.

To a considerable degree, the ABLE test suffers from the limitations inherent in any short group test. The vocabulary test is only 20 minutes long, and the reading test 30 minutes long, for example. The number of items which sample the student ability are therefore relatively few in number. Hence, a small change in the number of items answered correctly results in a relatively large increase in grade equivalent score. On both the Level I and the Level II ABLE tests, the difference between a full year of grade equivalent score for the grades above grade 2 (Level I) or grade 3 (Level II) are only 4 or 5 raw score points. As an extreme case, a raw score of 44 equals a grade equivalent score of 4.8, while a raw score of 46 equals a grade equivalent score of 6.0. In other words, the additional 2 items correct raises the grade equivalent 1.2 years.

The type of grade equivalence is not merely an aspect of the ABLE test; it is found for practically all short standardized achievement tests. But it is a factor to bear in mind when interpreting gains in grade equivalent scores, especially when those apply to the learning gains of adults in a relatively short summer course.

Keeping in mind the limitations which should be placed on the interpretation of the grade equivalent scores, it is nevertheless clear that the gains made by the students were very good. On all four subtests the gains were well in excess of the gains to be expected on the basis of the norms. In addition; the mean differences between the initial and final scores were statistically significant at the .01 level of confidence in every case except one, when the confidence level was .02. Since the research hypothesis had set the level of significance at .05, all mean gains were statistically significant.

Vocabulary The vocabulary subtest of the ABLE battery is dictated to the students. It is thus a test of auditory vocabulary. The test contains 50 multiple choice items and the student must choose one of three alternatives for the last word in each sentence. The items cover a wide vareity of subject-matter content.

It is estimated that the length of time devoted to appropriate instruction in the Headstart Parents summer course is equal to 2 months of the academic year in elementary school.

The average gain of 1.2 years represents excellent improvement in vocabulary score. Approximately 75% of the students exceeded 2 months gain in grade equivalent score in the estimated two months of instruction.

Reading The ABLE reading test measures how well the student understands the meaning of sentences and paragraphs which he reads. The reading test is designed to establish the functional reading level of the students, but it does not reveal what particular aspects of reading are causing the pupil difficulty.

The average student gain of 1.4 years represents excellent improvement in reading score. Approximately 68 percent of the students exceeded 2 months gain in grade equivalent score in the estimated two months of instruction. While the average student gain was higher in reading than in vocabulary (1.4 - 1.2), more students failed to make any gain in reading (19.4 percent - 16.4 percent).

Arithmetic The students ability in arithmetic was measured by two of the ABLE subtests, arithmetic computation and arithmetic problem solving. The computation test covers the four basic processes to the solution of everyday problems. In the Level I test the examiner dictates the problems.

The arithmetic computation test was completed by 885 students and the problem solving test by 352 students. The much larger number of students tested in computation is due to the fact that the language factor was not as great an obstacle in computation as it is in problem solving for the non-English speaking students, or other students having difficulties in the language arts area.

The average student gains of 1.2 years in arithmetic computation and 1.3 years in problem solving reveals excellent progress in arithmetic. Approximately 72 percent of the students exceeded 2 months gain in grade equivalent in computation in the estimated two months of instruction, and in problem solving, approximately 74 percent of the students exceeded 2 months gain.

PERSONAL AND SOCIAL ADJUSTMENT

Attitudes of Head Start Parents

As a measure of the attitude of the Head Start Parents, a ten-item questionnaire was prepared and administered to all students. Two forms of the questionnaire were prepared, one in English and one in Spanish. The results of the two forms were analyzed separately.

Of the ten questions asked of the parents in the attitude study, six were designed to elicit evidence of practices indicative of favorable attitudes. Specifically, a favorable attitude was indicated if the parents expressed a liking for the classes or believed the classes would help his or her children. Similarly, buying the daily newspaper, reading stories to the children and borrowing books from the library are acts associated with desirable attitudes.

Four of the ten questions were designed to reveal the existence of problems related to negative attitudes concerning which the Head Start Parents Program could fill a need. Thus, if the parent felt life was difficult because of insufficient schooling, felt he or she could not read and write well enough, was dissatisfied with his or her present job, or found classwork too hard, problem attitudes were indicated.

Of the 1090 valid questionnaires completed in the English version, a random 40% sample was drawn. This included 436 cases. The responses to each item of the questionnaire were tabulated, and the results are presented in Table 5.

A study of the results of the English version reveals that, of the six items on which an affirmative response indicates a favorable attitude, the results were generally very favorable. The six items in question are listed in the first section of Table 5. Practically every student liked coming to the class (Question 1). A preponderant majority of the parents also felt that Headstart will help the child do better in school.

A majority of the parents do not borrow books from the library. Concerning reading to the children (items 8 and 10) a majority of the parents stated that they did. However, the large percentage of the parents who answered negatively (23.4% and 30.7%) reveals a noteworthy problem in the area of reading. This should be considered as a statement of practice, or an index of present status, rather than as an attitude to reading. The response total no doubt means, not that these parents are antagonistic to reading to children, but that they do not practice it, perhaps cannot manage to do so.

Concerning the four problem items reported in Section II of Table 5, the existence of a problem is indicated in three, and not in the fourth. A majority of parents considered life difficult because of insufficient schooling, were not satisfied with the way they could read and write, and thought that they must find a better job. The only problem included in the question which was not considered by the students to be a problem was embodied in question 10, "Is your classwork too hard for you?"

The Spanish language version of the parents attitude questions was administered to 275 Spanish speaking students. The results for the sample are given in Table 6. A study of this table reveals that the results are exactly parallel to those received for the English version, reported in Table 5. The attitudes of the Spanish speaking parents are largely the same as those of the larger English speaking group.

The general import of the questions can be stated because the pattern of the responses is consistent. The responding parents are generally favorable to the Headstart Parents program, and feel a distinct need for it.

Table 5

Head Start Parent Attitude Questionnaire
Number and Percent of Students Giving Each Response
English Version
N = 436

Section I

Favorable Attitude

	Yes		No		Not Sure	
	N	%	N	%	N	%
Do you like coming to this school?	427	97.9	1	.2	8	1.8
Do you think "Headstart" will help your child?	395	90.6	30	6.9	11	2.5
Do you usually buy a daily newspaper?	262	60.1	171	39.2	3	.7
Does your child ask you to read a story to him or her?	330	75.7	102	23.4	4	.9
Do you borrow books from the local library?	145	33.3	286	65.6	5	1.1
Do you or any other adult in the home ever get a chance to read to your children?	296	67.9	134	30.7	6	1.4

Section II

Problem Attitudes

	Yes		No		Not Sure	
	N	%	N	%	N	%
Is it difficult in life for you because you didn't have enough schooling?	258	59.2	142	32.6	36	8.3
Are you satisfied with the way you read and write?	128	29.4	287	65.8	21	4.8
Do you find you must get a better job?	289	65.4	102	23.4	45	10.3
Is your classwork too hard for you?	57	13.1	341	80.5	38	8.7

Table 6

Head Start Parent Attitude Questionnaire
Number and Percent of Students Giving Each Response
Spanish Version
N = 275

Section I

Favorable Attitudes

	Yes		No		Not Sure	
	N	%	N	%	N	%
?Le gusta a Ud. venir a la escuels?	275	100.0	0	0	0	0
?Cree Ud. que el programma "HEADSTART" ayudara a su nino a progresar en la escuela?	248	90.1	21	7.7	6	2.2
?Compra Ud. el periodico todos los dias?	180	65.4	86	31.3	9	3.3
?Le pide su nino que Ud. le lea cuentos?	197	71.6	72	26.2	6	2.2
?Toma Ud. libros prestados de su biblioteca local?	90	32.7	178	64.7	7	2.6
?Triene Ud. u otro adulto en la casa la oportunidad de leerle a sus ninos?	146	53.1	122	44.4	7	2.5

Section II

Problem Attitudes

	Yes		No		Not Sure	
	N	%	N	%	N	%
?Cree Ud. que si tuviera una instruccion mas avanzada podria tener mas exito en la vida?	252	95.3	8	2.9	5	1.8
?Esta Ud. satisfecho con su habilidad para leer y escribir?	113	41.1	147	53.5	15	5.4
?Cree Ud. que le es necesario cambiar de empleo?	176	64.0	61	22.2	38	13.8
?Es el trabajo que le asignan en la escuela muy dificil?	58	21.1	200	72.7	17	6.2

Teacher Evaluation of Children's Adjustment

One of the important objectives of the Head Start Parents Program was to improve the education of the children of the Head Start parents. While evaluation of the school achievement of the pupils must await a follow-up study, it was possible as part of the summer study to evaluate the children's adjustment in the Head Start children's classes.

A sample of 80 children whose parents were attending Head Start Parents classes was randomly drawn from eleven classes, one in each area. This spread the sample over all the boroughs in which the program was in operation. A matched sample of 80 children whose parents were not attending Head Start parent classes was similarly drawn from the same eleven classes.

The teachers had been asked to rate the children on three aspects of adjustment behavior: getting along with other pupils, conforming to classroom procedures and whether or not there had been significant changes for the better in behavior. The results are given in Table 7.

It is clear from Table 7 that the teachers more often rate favorably the pupils whose parents are attending the Head Start Parents Program. The difference in favor of this group is statistically significant on all three items.

Table 7

Teacher Evaluation of Pupil Adjustment in Head Start Children's Classes
Children with Parents Attending Head Start Parents' Classes
Compared to Children with Parents Not Attending
Number and Percent of Favorable Ratings in Each Category

	Parents Attending		Parents Not Attending		Statistical
	N	Percent	N	Percent	Significance
Getting along with others	77	96.3	55	68.8	$<.01$
Conforming to Classroom Procedures	74	92.5	53	66.3	$<.01$
Significant change for the Better	61	76.3	51	63.8	$<.01$

TEACHER REACTIONS TO THE PROGRAM

Teacher Questionnaire

The teachers in the Head Start Parents Program were asked to rate selected aspects of the program using the following scale:

5	4	3	2	1
Excellent	Good	Adequate	Poor	Very Poor

A total of 86 teachers completed the ratings.

The aspects rated included the orientation sessions which preceded actual class instruction, the scope, emphasis and sequence of the curriculum, the effects on parents, the quality of supervision and the suitability of educational facilities. The results of the teachers' ratings are presented in Table 8.

Study of Table 8 reveals that the ratings of the teachers are, in general, very favorable. A preponderant majority of the ratings are either excellent or good, with very few poor or very poor ratings. The main exception to this trend is to be noted in the section dealing with facilities. For this section, the teachers' ratings were noticeably lower. On the item of maintenance, 25 percent of the teachers rated the custodial care, cleanliness and performance of minor repairs as poor or very poor.

Teachers in general approved of all three aspects of the curriculum, in that the percent of teachers rating either excellent or good ranged from 67 percent to 84 percent. Similarly, 70 percent of the teachers rated the orientation session as excellent or good.

Concerning the effects upon parents, the teachers rated more favorably the effects on parent attitudes and parent involvement in the education of their children than they did the effects upon the parents' academic achievement. In the former two instances there was a strong tendency to the rating of excellent (52 percent and 55 percent), while for academic achievement there was a drift to the rating of "good" (55 percent) with only 29 percent giving the rating excellent.

The item receiving the greatest percent of excellent ratings (54 percent) was the guidance and assistance received from the teacher in charge or other specialist or supervisor.

Table 8

Teachers' Rating of Selected Aspects of the Head Start Parents Program
Number and Percent of Teachers Giving Each Rating

N = 86

	Excellent		Good		Adequate		Poor		Very Poor		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Orientation	24	28	36	42	21	25	4	5	0	0	85	100
Curriculum												
Scope	22	26	50	58	12	14	1	1	1	1	86	100
Emphasis	14	16	43	51	22	26	5	6	1	1	85	100
Sequence	22	26	40	47	20	24	3	3	0	0	85	100
Effect on Parents												
Attitudes	45	53	33	38	7	8	1	1	0	0	86	100
Involvement in children's education	47	55	35	41	3	3	1	1	0	0	86	100
Academic achievement of parents	25	29	47	55	11	13	3	3	0	0	86	100
Supervision	54	63	23	27	7	8	1	1	1	1	86	100
Facilities												
Housing	32	37	32	37	16	19	3	3	3	3	86	100
Maintenance	24	28	24	28	16	19	13	15	9	10	86	100
Materials of Instruction	35	41	33	38	9	11	8	1	1	1	86	100
Supplies	28	33	24	28	19	22	6	7	9	10	86	100

Teachers' Free Responses

The second section of the teachers' questionnaire provided for the open-ended responses of the teachers concerning the most effective aspects of the program, the problems encountered, suggestions for improvement and personal reactions.

The results of the analysis of the teachers free responses is not divided into findings and interpretations because the nature of the information makes such a division inappropriate. The teacher responses provide information and opinion which is self-explanatory. In analyzing the returns, the questionnaires were first read in order to establish the categories of information contained in the responses. Then the questionnaires were re-read and the frequency of occurrence of each category of response was tabulated.

It is immediately apparent that the teachers were overwhelmingly in favor of the program. Furthermore, the free responses contain a wealth of information and suggestions very valuable as feedback for any continuation of the program.

The teachers' responses when they were asked to describe the most effective aspects of the Head Start Parents Program are given in Table 9. In consulting the table the reader should bear in mind that the individual teacher usually cited more than one effective aspect. Thus the total number of aspects cited far exceeds the number of teachers responding (86).

The effective aspect most often cited by the teachers was the impetus which the program gave to the parents' interest and cooperation in furthering their children's education. The teachers expressed this concept in varying ways, but the usual type of response may be typified in the following quotations:

> "I enjoyed seeing the parents become so interested in the things that would help them make school more effective for their children."

> "Giving the parents a chance for education along with their children and the opportunity to be more involved in their children's affairs."

The next most frequently cited aspect of program effectiveness was the awakening of the parents' desire to learn. They became aware of the importance of schooling and realized that education was essential. Many expressed a resolve to continue their education in the evening program in the fall and winter months.

The teachers were also impressed with the extent of the improvement which the parents made in learning English as a new language. This aspect was of course cited by those teachers who had a number of non-English speaking students. Some teachers also tempered this response by the observation that the time was short for effective teaching.

The teachers also made relatively frequent mention of the fact that the program increased the community awareness and involvement of the parents.

The free response section of the questionnaire also asked the teachers to describe the problems and difficulties they experienced in the program. The main types of responses are classified in Table 10.

The principal problem cited by the teachers was the lack of complete cooperation between the Head Start Parents program and the Head Start childrens program. This resulted at times in ineffectual use of the family assistant from the Head Start Program and gave rise to conflicts in scheduling and overlapping of activities.

The teachers were somewhat frustrated by uneven parent attendance, although in practically every case the teacher explained that it was realized that the absence was caused by the "realities of life", as one teacher phrased it. Parents had to be absent because of work, visits by the housing inspector or the welfare investigator.

Allied to this problem was the fact that the parents had to bring children to class. Babysitting was usually voluntary, and insufficient children were present in the class.

A number of teachers also cited the difficulties of recruiting parents for the classes.

Although one group of teachers cited the materials of instruction provided with satisfaction (Table 9), another group felt the need for more materials such as consumable workbooks and audio-visual aids (Table 10).

Table 9

Teacher Free Responses
Most Effective Aspects of Head Start Parents Program

N = 86 Teachers

Aspect	Frequency of Response
Parent cooperation in children's education	48
Awakening parents' desire to learn	17
Parents' improvement in the English language	15
Increase in parents' community awareness and cooperation	13
Parent increase in self-confidence	12
Variety and quality of materials of instruction	9
Scope and Sequence Guide	8
Other aspects	7

Table 10

Teacher Free Responses
Problems and Difficulties Experienced in the Program

N = 86 Teachers

Problem	Frequency of Response
Insufficient cooperation with the Head Start Program	32
Difficulties impeding parent attendance	28
Difficulties of parent recruitment	20
More materials of instruction needed	13
Poor physical facilities	10
Different levels of student ability	10
Too much testing	8
Other problems	6

When the teachers were asked to summarize their accomplishments (item 8), the responses took the form reported in Table 11.

The teachers most often stated that they felt their greatest accomplishment had been to increase the parents' motivation for learning. They said they felt that the parents came to know what education means and to have a more favorable attitude to schools and teachers. Many parents made plans to continue to attend classes.

The teachers also felt that they had made noteworthy progress in getting the parents to learn. This was especially true in teaching English as a new language. The teaching of consumer education also came in for particular mention. A significant number of teachers also cited as accomplishments the increased involvement of the parents in the education of their children and the parents' greater sense of self-worth.

The free responses given to item 8, which inquired concerning the teachers' own accomplishments are generally in harmony with the teachers' responses to item 6, which asked for a description of the most effective aspects of the Head Start Program as a whole. The responses to item 7, which described problems and difficulties, show areas in which improvement can be made. However, the difficulties cited do not negate the positive responses given to items 6 and 8, but complement them.

Table 11

Teacher Free Responses
Accomplishments Reported by Teachers

N = 86 Teachers

Accomplishment	Frequency of Response
Motivated parents for further education	37
Increased parents' academic learnings	24
Increased parent involvement in child's education	15
Improved parents' sense of self-worth	10
Involved parents in community affairs	8
Other accomplishments	5

The last item on the teachers questionnaire asked the teachers to indicate their recommendations concerning the continuation of the Head Start Parents Program next summer. The results are given in Table 12.

Table 12

Teacher Recommendations Concerning Continuation of Head Start Parents Program Next Summer

N = 86

Response	Number	Percent
Expand considerably	49	57.0
Continue essentially unchanged	6	7.0
Continue with modifications	31	36.0
Discontinue	0	0.0
TOTAL	86	100.0

It is clear that the teachers are unanimously in favor of continuation of the program. The modifications desired have been explained in the responses to items 6 and 7, and are recommendations aimed at the improvement of a program which the responding teachers strongly support.

A number of teachers in completing the free response section of the questionnaire volunteered expressions of personal satisfaction. The following quotations are typical of this voluntary sentiment.

> "I have never enjoyed teaching as much as I have this summer. It was a pleasure and privilege. The parents were enthusiastic and wish to continue their education."

> "I have enjoyed my summer very much. It has been an exciting, stimulating seven weeks. I am sorry that I have to leave all those wonderful people! They were really interested in learning."

Observations and Interviews

Observations: The general purpose of the observations of the Head Start activities and the interviews with teachers and parents was to ascertain the extent and effectiveness of the implementation of the planned program. The Evaluation Committee visited sixteen (or 17.8%) of the 90 classes in the program. Since the teacher in one of the visited classes took the class on a field trip, the analysis of the data was based on only 15 of the visited classes. Four-fifths of the observed classes were located in public schools, and one-fifth in parochial schools. One-fourth of the observed classes were located in the Bronx, one-fifth in Brooklyn, and one-tenth in Manhattan. The mean time per class that the Evaluation Committee spent upon actual observation of class activities was 43 minutes. Although the percentage of attendance of enrolled students varied widely among the classes, the average percent of the enrolled students attending the visited classes was only 39.1.

The activities observed in the basic education and the non-English speaking classes were all clearly related to the general framework of the scope and sequence units of the Head Start Parents' curriculum. The general success of the observed activities in achieving the objectives of the program was adjudged to be very effective in 1 (or 6.7%) of the observed classes, above average in effectiveness for 4 (or 26.7%) of the classes, of average effectiveness for 5 (or 33.3%) of the classes, and somewhat below average in effectiveness for 5 (or 33.3%) of the observed classes.

The consultants' ratings of the effectiveness of instruction in the Head Start Parents' Program are presented in Table 13. The teacher's methods emphasized individualization of instruction to at least a moderate degree in a majority of the observed classes. The teacher's methods, however, did not stress differentiation of instruction to a high or moderate degree. Nevertheless, the effectiveness of instruction was rated as at least fair in the majority of the observed classes.

The minimal effectiveness of differentiation of instruction was probably the result of the many levels of pupil ability within the single class. This wide range made individualization difficult. Other contributing factors may have been the newness of the program to the teachers and the lack of teacher familiarity with the instructional materials.

Table 13

Consultants' Ratings of Effectiveness of Instruction
Head Start Parents Program

Activity	Rating: High Degree N	High Degree Percent	Some Extent N	Some Extent Percent	Very Little N	Very Little Percent
Individualization of Instruction	4	26.7	7	46.7	4	26.7
Differentiation of Instruction	3	20.0	3	20.0	9	60.0
General Effectiveness of Instruction	5	33.3	7	46.7	3	20.0

Interviews: As a phase of the consultants' visits and observations, the teachers were interviewed in order to gauge the effectiveness of the program. The teachers considered the main strengths of the program to be as follows: eagerness and motivation of parents to learn; opportunity for Puerto Ricans, etc., to learn to speak English; interaction among parents; assisting parents in becoming more understanding of their children; co-operation of personnel in the program; the flexibility given to the teacher in the conduct of the lessons; the use of the social living units in the program; excellent materials to conduct lessons; and the assistance provided by the guidance counselors.

The principal suggestions made by the teachers for improvement of the program were: greater stress on child development units; increase in the number of hours of instruction in the program; better advertising of the program to the community; earlier organization of classes so that prior to the commencement of the program teachers could establish rapport with parents who probably would attend the classes; more teacher orientation sessions concerning the program; greater coordination by authorities from Headstart and Headstart Parent's Programs; provision for full-time baby-sitters; provision for interpreters for at least some of the lessons since students spoke varied languages in class; provision of student aides to help teachers with clerical duties; elimination of tests since parents become anxious when taking them; and need for more involvement of guidance personnel with the program.

The consultants' ratings of the effectiveness of the guidance program in the Head Start Parent's Program are presented in Table 14. The guidance program was effective in the majority of the classes observed. The group guidance phase was more effective than the individual guidance phase of the guidance program in a majority of the classes observed.

The effectiveness of the separate activities in the individual guidance phase of the guidance program varied markedly. Individual pupil counseling was more effective in the majority of the observed classes than the maintenance of pupil guidance records, attendance referral procedures, or liaison with outside agencies. It should be noted that in some of the observed classes, no provision for guidance activities was made during the first weeks of the program. In some of the classes observed, teachers maintained a biographical record about students in which were recorded students' needs, goals, aspirations, and accomplishments.

The guidance program as a whole was adjusted to be effective in the majority of those classes having provisions for guidance. The lack of provision of pupil guidance records, attendance referral procedures, and liaison with outside agencies seemed to be due to the lack of guidance counselors' time to provide all the individual and group guidance activities required.

Table 14

Consultants' Ratings of the Effectiveness of the Guidance Program in the Head Start Parents' Program

	Ratings											
	Excellent		Good		Fair		Ineffective		Very Ineffective		No Provision	
	N	%	N	%	N	%	N	%	N	%	N	%
Individual Guidance Individual Pupil Counseling	4	26.7	5	33.3	1	6.7	1	6.7	0	0.0	4	26.7
Pupil Guidance Records	0	0.0	0	0.0	0	0.0	0	0.0	5	33.3	10	66.7
Attendance Referral Procedures	0	0.0	0	0.0	1	6.7	1	6.7	3	20.0	10	66.7
Liaison with Outside Agencies	3	20.0	2	13.3	0	0.0	0	0.0	0	0.0	10	66.7
Group Guidance	5	33.3	3	20.0	0	0.0	2	13.3	0	0.0	5	33.3
Guidance Program As a Whole	0	0.0	4	26.7	3	20.0	4	26.7	1	6.7	3	20.0

The consultants also interviewed a sample of students. Most of the students in the observed classes were satisfied with the total Head Start Parent's program. The students in 4 (or 26.7%) of the observed classes were well satisfied and in 9 (or 60.0%) of the classes were satisfied with the total Head Start Parent's program while in only 2 (or 13.3%) of the observed classes did the students exhibit a neutral acceptance of the total Head Start Parent's program. Many of the parents who were interviewed stated that they were highly interested in units on consumer living and budgeting and that they liked to work in committees.

In summary, on the basis of the observations and interviews the class activities were clearly related to the Head Start Parent's curriculum and were achieving the objectives of the program. Instruction was effective in a majority of the classes visited by the Evaluation Committee. Although the teacher's methods emphasized individualization of instruction to some extent, they stressed very little the differentiation of instruction. The main strengths of the program as expressed by the teachers were the opportunities provided and favorable reactions of the parents to the program and the ample availability of high quality materials to conduct the classes. The principal suggestions made by the teachers for improvement of the program were the need for better advertisement of the program, greater stress on child development units, educational use of test results, and greater coordination between personnel from Head Start and Head Start Parent's programs.

The guidance program as a whole was effective. Individual pupil counseling and group guidance were found to be the most effective aspects of the guidance program. The maintenance of pupil guidance records and attendance referral procedures were the least effective aspects of the guidance program.

Generally speaking, the parents were satisfied with the total Head Start Parent's program. They liked especially the units on consumer living, and working in committees.

Summary

The results obtained by means of the several instruments used in the evaluation of the Head Start Parent's Program all point to a substantial success.

The gains in reading and arithmetic as measured by the ABLE test ranged from 1.2 to 1.4 years of grade equivalent score during the period of instruction, estimated as the equivalent of 2 school months.

In the area of personal and social adjustment, the Head Start parents evinced attitudes generally favorable to the program, and felt a distinct need for it. These findings were obtained on both the English and Spanish questionnaires.

The teachers' evaluations of pupil adjustment reveal that the teachers rated more favorably the pupils whose parents attended the Head Start Parents Program than they rated the pupils whose parents did not attend the program. The ratings concerned getting along with others, conforming to classroom procedures, and making a significant change for the better.

The teachers rated key aspects of the program and also gave their reactions in free responses. A preponderant majority of the ratings were either excellent or good, with very few poor or very poor ratings. The main exception to this trend was the rating of physical facilities. In the free response section of the questionnaire the teachers considered the most effective aspects of the program to be the growth of parent cooperation in their children's education and the awakening of the parents desire to learn. They conceived their main accomplishment as teachers to have been motivating the parents academic learnings. The main problems were insufficient cooperation with the Head Start program and the difficulties impeding parent attendance.

The observations and interviews of the Evaluation Committee tended to corroborate the teachers responses on the questionnaire. Specific suggestions of value in the planning of future programs were made in the areas of organization, methods of instruction and guidance procedures.

The great majority of the teachers (93 percent) wished to see the program either considerably expanded or continued with modification.

TEACHER QUESTIONNAIRE

Section I

Please rate the selected aspects of the Head Start Parents' Program according to the following scale:

5	4	3	2	1
Excellent	Good	Adequate	Poor	Very Poor

1. Orientation

(The content, timing, and general effectiveness of the orientation sessions.) _____

2. Curriculum

(Please rate the next three items in terms of the prescribed curriculum of the Head Start Parents' Program. If you departed materially from the curriculum guide, please explain under the appropriate item in Section II of this questionnaire.)

Scope (The content covered) _____

Emphasis (The time alloted to the various content areas) _____

Sequence (The order, interrelation and articulation of content) _____

3. Effect on Head Start Parents

Effectiveness of the program in changing the parents attitudes to education in a favorable direction. _____

Success of the program in increasing the involvement of the parents in the education of their children. _____

Improvement in the parents' academic achievement _____

4. Supervision

(The guidance and assistance you received from the teacher-in-charge or other specialist or supervisor) _____

5. Facilities

Housing (Space for class, facilities for guidance and other supporting activities) _____

Maintenance (Custodial care, cleanliness, minor repairs) _____

Materials of Instruction (Textbooks, visual aids, etc.) _____

Supplies (Paper, pencils, chalk, erasers, etc.) _____

6. What do you consider to be the most effective aspects of the Head Start Parents' Program as a whole?

7. Briefly describe the problems and difficulties that you experienced. (Include suggestions for improvement.)

8. State briefly your feelings about what you have accomplished with the Head Start parents in your charge this summer.

9. Concerning the Head Start Parents' Program for next summer, indicate your recommendations below. The program should be...

...considerably expanded _____

...continued essentially unchanged _____

...continued with modifications _____

...discontinued _____

11. SUGGESTIONS FOR FUTURE PROGRAMS

During the seven week administration of the Head Start Parents' Program, specific changes were indicated for the improvement of certain aspects of the program.

1. In spite of the intensive plans for the recruiting of parents for the program during May and June, in most areas the first fifteen hours (first week) of the program were spent in recruiting and setting up of classes rather than in actual teaching. It is suggested that a more intensive recruitment program take place before the start of the program.

2. Testing of students in this short program may affect student morale. Some students react poorly to initial testing, no matter how tactfully they are introduced to the test situation. It is suggested that success of the program be measured in terms of changed attitude as well as achievement growth.

3. There was some measure of overlapping and conflict between the part of the Head Start Children's Program and the program of the Head Start Parents' Project. It is suggested that there be better planning by the heads of programs for more effective program coordination, or that all programs be placed under one director.

4. The need for baby-sitters for the younger children of the parents who wish to attend classes was very evident. It is suggested that child-care facilities be provided.

5. There was need in the program for Teacher Assistants to help in clerical work, distribution of materials, working with individuals under teacher guidance, and coffee-making. It is suggested that these positions be filled by high school students or by capable parents of the community.

6. There was also strong demand for the extension of this program to the parents of pre-kindergarten children, to take place in the evenings during the Fall and Winter. There was also need indicated for evening parent education classes during the Summer.

7. It is suggested that provision be made for pre-service, as well as several in-service training sessions for teachers. This would allow for training in better use of materials, in better diagnostic procedures, and in appropriate methodology on a continuing basis.

12. APPLICABILITY

The lessons learned by New York educators in developing and implementing a program which takes the parent into the school with the child may be useful to school personnel throughout the country. Briefly summarized these lessons are:

1. In planning a program, it is necessary to involve representatives of potential participants in the planning stages. The community groups can then be asked to work as recruiters for the program which they helped design.

2. Professional educators in both the early childhood and adult areas need to be aware of what each others program is trying to do. Misconceptions lead to occasional duplication of effort and, worse, acrimony between professionals on priorities and protocol.

3. Lead time for planning and book purchase should be sufficient so that all supplies have arrived before the program begins.

4. Pre-service and in-service education for teachers, supervisors and other professional personnel is vital. It might be useful to combine the training of pre-kindergarten teachers and teachers of adults for at least part of the training in order to prepare common goals.

5. Trips involving the children should include parents and teachers of parents. In order to be even more effective, there should be joint pre-planning of trips by teachers of both groups.

6. The teachers of both groups should be knowledgeable about the materials in use by their opposite numbers. Thus, parents could ask their children what they were doing and begin another area of commonality of interest.

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